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ABSTRACT

This handbook on teacher evaluation provides the means for conducting positive, nonjudgmental assessment of teacher performance. The first section presents a sequence for planning and implementing an evaluation of teaching. The second section discusses concepts that are used as a basis for developing procedures to evaluate teaching for professional growth. In the third section, fifteen evaluation methods are described. Accompanying these descriptions are worksheets that illustrate the way in which the methods are used. Procedural guidelines for evaluation workshops are appended. (JD)

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E V A L U A T I N G T E A C H I N G:

A Handbook of Positive Approaches

by

Robert C. Hawley, Ed.D.

ERA

Education Research Associates
Box 767
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1976

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PREFACE

Teacher evaluation is generally threatening to teachers, distasteful to administrators. Nonetheless, school people recognize more and more the necessity to account, in some form, for what they do—their objectives, their methods, and their accomplishments. Education Research Associates has developed avenues for teacher evaluation which stress positive, strength-building approaches, based largely upon descriptive, non-judgmental assessment and self-evaluation. This kind of evaluation gives teachers the opportunity for professional growth and greater personal satisfaction from their work, and thus enhances the learning climate in the classroom. We recognize teaching as an art, and our methods for assessing teacher competencies have been developed within this framework.

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I:

AN ORGANIZING SEQUENCE FOR EVALUATING TEACHING

The first section of this handbook presents a sequence for planning and implementing an evaluation of teaching. The sequence is as follows:

1. *Purpose:* Determine the purpose of the evaluation. What is it to achieve? What is its function in the operation of the school?

2. *Decision-makers:* Identify the decision-makers. Who are the individuals or groups which will be charged with making decisions on the basis of this evaluation?

3. *Decision areas:* Identify the specific areas of decision with which the decision-makers are to be concerned.

4. *Information needs:* Determine what information is necessary and useful in order to make those decisions.

5. *Information collecting:* Determine the means of collecting the necessary information so that it will be available to the decision-makers.

6. *Organizing and using the information:* Establish procedures to enable the decision-makers to organize and use the collected information so that they may plan and act to carry out the purposes of the evaluation.

7. *Loop back:* Check back to purposes determined in Step 1 to be sure they are indeed being served by the evaluation as planned.

The fundamental question to ask at the outset of any evaluation undertaking is this: What is it for? What is the evaluation meant to accomplish? After we have finished the evaluation, what do we hope to have?

Too often evaluations are conducted because someone has a vague uneasiness that "there ought to be some kind of evaluation." I estimate that at least half of all educational evaluations have no lasting beneficial effect on the learning process. Too often evaluation reports lie unused and unread in the bottom of some dusty file cabinet.

To begin to clarify the purpose of a proposed evaluation, list reasons for conducting an evaluation of teaching on Worksheet I (page 3). Use a brainstorming mode: List as many ideas as possible without regard for how important, unimportant, right, or wrong they may be. Try to include ideas that anyone else might conceivably have (not just your own). Do not try to evaluate or organize the ideas until you have filled the page. (*Note:* If possible, brainstorm with others aloud, having one person record all the ideas of the group.)

Here is a brainstormed list of some of the purposes of evaluating teaching generated at a recent session:

1. To improve teacher performance.
2. To improve student learning.
3. To use in staffing decisions—fire, hire, etc.
4. To use for promotion and salary decisions.
5. To give to parents and community people, to show that teachers are being evaluated.
6. To give to parents and taxpayers to show what they're getting for their money.
7. To give teachers information about their performance.
8. To give supervisors information about teacher performance.
9. To give administrators something to do.
10. To give administrators a means of control and power.
11. To give students a chance for input (student feedback).
12. To give students and teachers an opportunity to exercise responsibility.
13. To satisfy the inchoate needs of the principal, headmaster, school board, board of trustees, etc.
14. To satisfy intellectual curiosity.
15. To give teachers a feeling that their work is appreciated and recognized.
16. To give teachers support and advice.
17. To give taxpayers and tuition payers an account of how their money is used.

WORKSHEET I:
EVALUATING TEACHING——A BRAINSTORMING LIST

18. Because the forms are already xeroxed.
19. Because there is a teacher evaluation office.
20. For certification.
21. For school accreditation.

This list was the result of a brainstorming session. It contains some important ideas and some frivolous ones; some are impertinent, some irrelevant, and some redundant. The important thing is to include as many ideas from as many points of view as possible. Some of the ideas which seem frivolous and might remain unvoiced under other circumstances may very well point up real concerns on the part of some persons about the impending evaluation, (For example, "To give adminstrators a means of power and control.")

The next step is to organize the brainstormed list of purposes into broad categories. To complete Worksheet I (page 3), group the listing you have made into broad categories, labeling each category.

The items on the list on pages 2 and 4 were organized into four categories and labeled in the following way:

A. Improving teaching
B. Administrative decision-making
C. Public relations and public accountability
D. Other *("Other" is a very useful label for organizing brainstormed lists.)*

A. Improving teaching: To improve teacher performance. To improve student learning. To give teachers information about their performance. To give students a chance for input. To give students and teachers an opportunity to exercise responsibility. To give teachers a feeling that their work is appreciated and recognized. To give teachers support and advice.

B. Administrative decision-making: To use in staffing decisions, hire, fire, etc. To use for promotion and salary decisions. To give supervisors information about teachers' performances. To give administrators a means of control and power.

C. Public relations and public accountability: To give to parents and community people, to show that teachers are being evaluated. To give to parents and taxpayers to show what they're getting for their money. To give taxpayers and tuition payers an account of how their money is used. For certification. For school accreditation.

D. Other: To give administrators something to do. To satisfy the inchoate needs of the principal, headmaster, school board, board of trustees, etc. To satisfy intellectual curiosity. Because the forms are already xeroxed. Because there is a teacher evaluation office.

From this organization it becomes apparent that for each broad category of purpose the evaluation is directed toward a specific group of decision makers.

In our example the decision makers were determined to be as follows:*
For A) improving teaching: teachers and supervisors.
For B) administrative decision-making: line administrators.
For C) public relations and public accountability: parents, the public, and controlling bodies such as school boards or boards of trustees.

Following this sequence, we can see that each group of decision makers will be making decisions in different specific areas: Teachers and supervisors concerned with improving teaching will be making decisions in the areas of methods, materials, content, and in-service training; while administrators will be making decisions concerning staffing, program development, and facilities; and board members will be making decisions on funding and determining broad policy.

Sample Worksheet II (page 6) follows the sequence just described. To complete the blank Worksheet II (page 7), list the broad categories of purpose from your completed Worksheet I (page 3), and then fill in the pertinent information in the boxes under "Decision Makers" and "Decision Areas."

Once the decision areas have been determined, then it is clear that each group of decision makers will have unique information needs in order to make well-considered decisions. The principal concern in determining information needs is usefulness: What information is useful to the decision makers? What information is relevant, and what irrelevant? What kind of information will the decision makers believe in and therefore act upon?

NOTE: The "Other" category was not pursued in this session. However, it is important to recognize that the items under "Other" may reflect real and pressing concerns of individuals who are faced with the prospect of an evaluation.

WORKSHEET II (Sample)

1. Categories of Purpose	2. Decision-Makers	3. Decision-Areas
A. *Improving Teaching*	*Teachers* *Supervisors* *Department Chairpersons* *Administrators*	*Methods* *Materials* *Content* *In-service staff development*
B. *Administrative Decision-Making*	*Line Administrators* *School Boards* *Trustees*	*Staffing* *Class size* *Program development* *Facilities*
C. *Public Relations and Accountability*	*Parents* *Public* *School Boards* *Trustees* *Administrators*	*Support* *Funding* *Policy* *Communication*

WORKSHEET II

1. Categories of Purpose	2. Decision-Makers	3. Decision-Areas

Although there is generally some overlap in the information needs of various groups, much of the information required to make effective decisions is specific to a particular group and is not useful to others. This is one reason that a clear determination of the specific purpose of the evaluation should be made at the outset, and that multi-purpose evaluations should be avoided where possible and undertaken with caution only when unavoidable.

For most decision areas the information needs fall into three specific subheadings:

1. Where do we want to be? (Exploring values, clarifying and choosing specific objectives.)
2. Where are we now? (Describing present status, sometimes known as diagnosis or gathering base-line data.)
3. How do we get from where we are to where we want to be? (What are the possible means for change?)

For instance, for our decision area of methods of teaching (see sample Worksheet II, page 6), the information that decision makers need is first, an analysis of the values they wish to reflect and the objectives they wish to accomplish through teaching methods; second, a description of what they are doing currently in relation to those values and objectives; and third, an array of possible techniques, procedures, behaviors, and materials which will lead them toward their values and objectives.

In practice, of course, these three neat categories of information tend to break down and blend together. For instance, almost all of the instruments in this book are diagnostic tools—designed to answer the question *Where are we now?* However, which instrument is to be used and how it is to be constructed and administered in a given situation will be determined by *Where do we want to be?* And in some instances the instrument may even provide information on *How do we get there?*

Take the *Teaching Skills Analysis Form* (pages 26-29) for example. The determination of which skills are to be filled in at the top of the form bears directly on the question of where we want to be. And in the sample *Teaching Skills Analysis Form* (page listings such as "ability to ask open-ended questions" and "ability to structure alternatives in assignments and learning opportunities" clearly relate to all three of the information needs—Where do we want to be? Where are we now? How do we get from here to there?

Another example, the *Student Feedback Form* (pages 46-47) indicates by its very nature that one goal of the teacher is to have students share in the responsibility for planning and evaluating the class. Furthermore, the perceptions of students on this form often give valuable information on the other questions—

describing the present status of teaching, and developing means for change and improvement.

Although these various stages of planning and execution impinge upon one another, it is important not to let them interfere with the orderly consideration of each in sequence. Worksheet III (page 13) is designed to help keep steps four through six both distinct from one another and clearly related. In the first column copy the decision area(s) listed on Worksheet II, column 3, on which you wish to work. Then fill in the information needs for each decision area.

As we can see, the information needs of a group of decision makers point toward the next step in our sequence, determining the means for collecting the information. In our example of evaluating teaching methods (see sample Worksheet III, page 12) for instance, the means for collecting information could be on-site, video- or audio-taped observation, review of plans or records, student evaluation forms, and self-evaluation instruments. Furthermore, the on-site and taped observations can be focused by the use of a specific instrument, or they can be informal. The appropriate means for collecting information will depend, as we have seen, on the nature of the information to be collected. Section III, "Instrumentation," sets forth a variety of means for collecting information.

The pay-off of this entire sequence comes, of course, when the decision makers organize the collected information and put it to use in their plans and actions. Many evaluation efforts have failed in their purpose because this final step was overlooked or inadequately planned for.

Now the process is out of the hands of the evaluators and into the hands of the decision makers and the actors. Even when the same persons continue the procedure, the process has entered a new and different phase. In structuring the use of the information collected, the principal concern is with accuracy: How can the information which has been collected be organized so that it gives an accurate reflection of reality? How can it be weighed and analyzed so that it can contribute to the making of well-informed decisions? What are the best forums for the accurate organization and analysis of this information?

In regard to accuracy, it is important to note that there is a good deal of evidence that individual expectations strongly influence the perception of information. For instance, a teacher recently reported to me that after looking over a batch of student feedback forms he felt that there were stronger and more negative criticisms than actually turned out when he compiled the informa-

tion into one composite form. Similarly, teachers are often surprised, upon listening to a tape recording of a class which they have just conducted, at how their perception of the class in memory differs from what they perceive from the taped rerun. It is for this reason that it is important to organize and display information in a systematic way such as on a composite form (see Appendix I, page 62) or to follow a systematic method of tape reviewing (such as the *ERA Classroom Interaction Analysis*, page 41).

Here are some possible forums for organizing and using the information which has been collected:

1. *Teacher self-contracting:* The teacher reviews the instruments or tapes, compiling composite sheets or summaries where needed, or perhaps reviews a tape with a focusing device, and then makes a determination to try a new behavior, procedure, or activity. The self-contract will be most useful if the teacher commits him- or herself in writing and plans for a review and reevaluation at a definite time.

2. *Teacher peer support groupings:* These work best when the membership is voluntary and when time is provided periodically (e.g. once a week) within the school day. The concept of self-contracting is useful here also, and individuals can benefit from the brainstorming of the group in solving problems and developing new plans.

3. *Departmental and grade-level teachers' meetings:* Once again, these work best when time is provided within the school day. Setting and following a clear agenda also help to make these meetings effective formats for analyzing evaluations and planning for change.

4. *Teacher-superior conferences:* These tend to work best when there is agreement over the purpose of the conference and when there is a two-way exchange of ideas, the supervisor eliciting from the teacher those areas that the teacher is most interested in pursuing. The teacher can help the supervisor by pointing to specific areas to give feedback and advice in. The possibilities for planning in this setting include setting individual objectives for the teacher (together with plans for reviewing and reevaluating them) and teacher self-contracting with the contract to be reviewed by the supervisor.

5. *Teacher-student meetings:* Students should not be overlooked as a source of help in analyzing information and making plans for change. A time can be set aside at regular intervals for the whole class to discuss the process of teaching-learning as it relates to an individual situation, or a small group of students

can meet with the teacher for discussion and analysis. One area of discussion can be the nature of some of the instruments, their use, and their meanings. This type of meeting is one method for turning the classroom into a place where the nature of learning can be a continuing fundamental inquiry. (Incidentally, these procedures are not limited to high school and college-aged students. Young children can often give very useful insights into the nature of teaching and learning, even from their limited perspective.)

To complete worksheet III, list in Column 5 possible means for collecting each type of information listed in Column 4. Then write in Column 6 appropriate procedures to help the decision makers organize and use the collected information. (See sample Worksheet III, page 12.)

At this point all but the most stout-hearted will have thrown up their hands and said something like, "It's not worth it, we can never get all of the information that we need, we can never work through all of the means. There's no way to fit what we want to do onto this chart." Fair enough. Most decisions are made on the basis of incomplete information. Hunches and guesstimations are used in medicine, law, engineering, and most other fields of endeavor as well as in education. One important consideration is simply how much time and effort should be spent on gathering information in a particular decision area. I believe that many unsatisfactory evaluation programs fail because they try to be too complete and all-encompassing, and in the process sap the energy and willingness of those who are involved in them. Common sense and "guesstimations" do have a place in the land of evaluation.

The most important principle is to recognize the clear relationship between the purpose of an evaluation and the means of conducting the evaluation. We are all too familiar with evaluations which start with a good-looking instrument and which then go their own way, fitting the whole organization around a potentially inappropriate instrument. Too many evaluations start with a clear view of the means but only a hazy notion of the end. Thus man becomes the servant of his own machines. By using the organizing sequence presented in this section, evaluators can be sure that the means of evaluation will be informed by the purpose rather than the other way around.

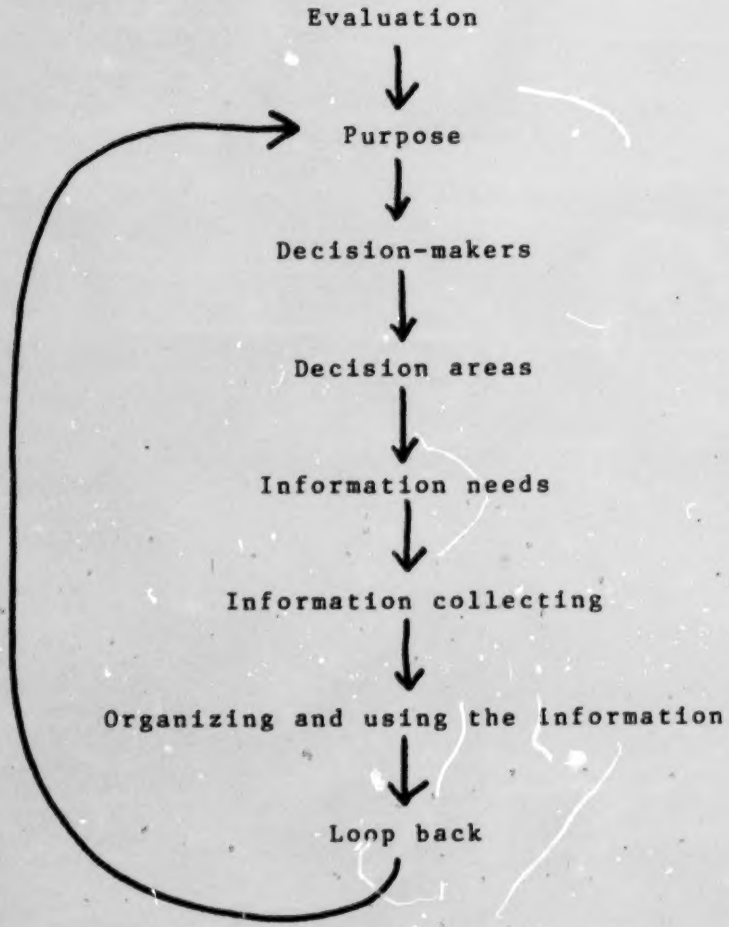
WORKSHEET III (Sample)

3. Decision Areas (From Worksheet II)	4. Information Needs	5. Means to Collect Information	6. Procedures for Organizing and Using Info.
Methods (A_1)	*What are we doing now?*	*Observer Video tape Interaction Analysis*	*Teacher self Peer group Teacher-Supervisor conf.*
	What options are available?	*Books, films, consultants, workshops*	
	What are the strengths and drawbacks to each?	*evaluation reports*	
Materials (A_2)	*Current choices*	*Survey*	
	Available options	*Catalogs, other schools, sales persons,*	
Class size (B_2)	*Size now*	*Survey*	
	Cost factors in reducing and enlarging	*Accounting procedures*	
	Research on class size	*Education abstracts,*	

WORKSHEET III

3. Decision-Areas (From Worksheet II)	4. Information Needs	5. Means to Collect Information	6. Procedures for Organizing and Using Info.

EVALUATION FLOW CHART



II:

CONCEPTS

The following concepts are presented as the basis for developing procedures to evaluate teaching *for professional growth.* While many of these concepts and techniques may also apply to evaluation for administrative decision-making and public relations, in this handbook I am primarily concerned with methods of evaluation which will help teachers to improve their art in the classroom.

1. VALUES AND EVALUATION:

Evaluation is based on the values, attitudes, and beliefs of individual human beings and groups of human beings. There is no universal standard, no ultimate or final authority. Every element of the curriculum, every instructional technique, every organizational procedure is based upon values. Many of these values remain unexamined—taken for granted, and one of the principal problems encountered in evaluation is that the individuals involved often think that they have a common understanding and agreement concerning the value basis for their work when, in fact, there is none.

For example, organizing students into groupings of similar age and ability is so common that it could be considered to be "the natural way." Yet there may be very real advantages to groupings in other ways, depending upon the values that the school is trying to impart. Similarly, teaching children to read is such a standard part of the curriculum that it is difficult to understand that this, too, is not a universal principle but is based upon the belief of some person or persons that reading is an important skill and therefore ought to be taught. The fact that reading scores on standardized tests are declining is neither "bad" nor "good" until someone makes a value judgment about that fact.

No matter how computerized, machine-scored, and statistically shiny the information might be, the evaluation is, in the last analysis, based upon human judgment—personal and individual esti-

mations of what is and what should be.

2. EVALUATION FOR DECISION MAKING:

Evaluation is part of the process of making decisions and planning for action. Thus, in order to design an effective evaluation, one must know the decision-making process for the particular setting:

What decisions are to be considered on the basis of the evaluation?

When are decisions going to be reached?

Who are the deciders?

Who are to carry out the decisions?

How critical are the decisions likely to be in the continuing fuction of the organization?

The answers to these questions will help those designing the evaluation in determining what information will be useful as a basis for deciding and acting.

3. EVALUATORS, DECIDERS, AND ACTORS:

The last section makes clear that there are three steps which normally occur in connection with evaluation: evaluating, deciding, acting. Evaluators gather information; deciders analyze the information and make plans for action; and the actors act to carry out the decisions and plans of the deciders.

While, in fact, very often these three functions—evaluating, deciding, and acting—are performed by the same individual(s), it is often useful to recognize the three separate functions for the purposes of planning.

4. JUDGMENT AND DESCRIPTION:

With the separation of the evaluation function from the decision-making function, one can then see that a division exists between describing what is going on, on the one hand, and making judgments about what is going on, on the other. The describing function belongs to the evaluator; the judgment function belongs to the decision-maker.

The waters of evaluation have been continually muddied by confusing these two elements. Evaluators, of course, can't help making personal judgments on the basis of the descriptive information which they have compiled. However, if the evaluators are separate from the decision-makers, then it is inappropriate for them to present their judgments without clearly labeling them as such.

Separating description from judgment can be most helpful in designing information-collecting tools. For instance, a classroom observer who is intent on describing what actually occurs in the classroom will see things differently from one who is looking specifically for "mistakes" or "good points."

5. *PROBLEM-CENTERING AND MEANS-CENTERING:*

In *Motivation and Personality* Abraham Maslow points out that science tends to lose sight of its objectives when it becomes fascinated with a new measuring instrument. This fascination leads scientists to devising new experiments which can make use of the new instrument. Meanwhile, important problems go unexplored because there is no good, clean way to collect hard evidence about them. It's very easy, for example, to collect information on an individual's technical ability in reading, but very hard to determine whether the person is likely to use the ability for personal and social improvement. Thus schools focus on assessing technical ability, leaving the problem of attitude and motivation untouched. Maslow calls this *means-centering* as opposed to *problem-centering*.

It is to avoid this sort of means-centering that evaluation planners should start by clarifying goals rather than simply by acquiring available instruments.

6. *THE GIGO PRINCIPLE:*

GIGO is a term associated with computer data. It means *garbage in—garbage out*. If the data you program into the computer is garbage, then the data you get out of the computer will be based on garbage. No matter how well-authenticated an instrument is, unless it gives you the data you're looking for, it's giving you garbage.

7. *NON-QUANTIFIABLE INFORMATION:*

Many of the most important pieces of information in an evaluation cannot be easily reduced to numbers. This fact does not make the information less important in making decisions. Nonetheless, this kind of information is often disregarded in making decisions because it is less accessible, less immediately useful. (College admissions decisions, for instance, often neglect important, non-qualtifiable data.) The important thing is to recognize that this non-quantifiable data is no less worthy because it is not in numerical form.

8. THE CONTAMINATION PRINCIPLE:

If a very big thermometer is placed in a very small test tube of water, it will not be measuring the temperature of the water at the start of the experiment, but rather the temperature of the water as it has been altered by the temperature of the thermometer itself. Similarly, a massive evaluation effort will more likely describe how the school can respond to a massive evaluation effort than it will describe what is really going on in the school.

9. CONCEPTS OF PARTNERSHIP:

Clearly the key to successful evaluating of teaching lies in the teachers themselves. If the teachers feel overlooked or threatened, or if they feel that their part in the planning has been insignificant, then the evaluation is not likely to have much of an effect on the quality of teaching and learning in the classroom. The more that teachers can be involved in a real and meaningful way in both planning and conducting the evaluation, the more likely it is to succeed in its purpose.

Specifically, teachers are likely to feel a sense of partnership in the evaluation effort under the following conditions: First, the purpose of the evaluation must be clear and understandable to them, and they must recognize it as meaningful to their teaching situations. Second, the teachers must feel that they have a part in establishing the criteria for the evaluation and must feel that they can have a continuing influence on the evaluation process. Third, they must understand fully the procedures to be used and the division of responsibility for carrying out those procedures. And finally, they must have the feeling that they have the resources necessary to achieve satisfactory results in the evaluation.

10. FORMATIVE AND SUMMARY EVALUATION:

Formative evaluation provides information at the beginning and during the course of a program so that the program can be shaped and guided by the evaluation. Summary evaluation provides information at the end of a program so that a determination can be reached as to the success or failure of the program. Formative evaluation can act as a thermostat, sending signals for the furnace to be turned on and turned off in order to maintain a certain temperature. Summary evaluation is a thermometer reading taken at the end of the day to see if the furnace has done its job.

In education, summary evaluation is much more common, although formative evaluation has the potential to be more useful. The final exam, the final grade, term-end comments, and end-of-term course evaluations are all examples of summary evaluation. While these summary evaluations do have their place in education, they are less

likely to produce change or growth than formative ones: With summary evaluation investment of energy is generally low. There is nothing that can be done to change the report. The course is over, there is no more to be done. Students are less likely to give thoughtful course evaluations, since the results are unlikely to affect them directly. Teachers are less likely to use the evaluation in planning for the next term, since they know that the conditions will never be precisely the same.

Diagnostic tests, goal setting procedures, and student feedback collected during the term are examples of formative evaluation. With these procedures commitment tends to be high: They point to things that can be done to change and improve the situation, there is time to make changes, and those who help in the formative evaluation stand the chance of benefiting from its results.

While summary evaluation can be useful for making decisions such as whether or not to repeat a course, retain a teacher, or promote a student, formative evaluations are much more likely to affect the immediate teaching-learning situation in the classroom.

11. PASS-THROUGH EFFECTS—A VALUE STATEMENT:

The evaluating of teaching, when properly done, should affect not only the teacher, but the entire teaching-learning situation. Since these effects flow through the teacher to benefit the students as well, I call them "pass-through effects."

The following are some of the effects which an evaluation system *should* have on teachers which should be transmitted to students as well:

First, a respect for the dignity and integrity of each individual.

Second, a purposeful self-motivation toward both personal and social goals.

Third, expanded opportunities for creativity, imagination, and delight in one's own work.

Fourth, an improved performance in one's own judgment as well as in the judgment of one's superiors.

Fifth, increased opportunities for personal satisfaction from the recognition of a job well done.

And sixth, the creation of a continuing dialogue among teachers and students on the nature of teaching and learning.

12. SOME COMMON PITFALLS:

The following is a listing of what appear to me to be some of the more common pitfalls in structuring evaluations:

1. The evaluation tries to achieve two or more conflicting purposes (e.g. improved performance *and* salary and tenure decisions).

2. The evaluation tries to collect more data than it is possible to use. This is the "drag net" operation which occurs when the school or system tries to do everything at the same time (typically for the ten-year accrediting evaluation).

3. There is a lack of differentiation between important and unimportant information. Especially when the instrument is a long one, there is often no clear guide as to which items are especially significant, which peripheral. (One recently published observation instrument has over fifty items, including such disparate ones as personal appearance and dress and ability to provide a stimulating academic learning environment.)

4. The observation instrument incorporates unrecognized values in the form of items which seem objective but are value-laden. For instance, "Promotes desirable standards of behavior and work habits with students as a group." Without a clear definition of what *desirable* is in this case, both the observer and the teacher are really at sea.

5. The observation instrument requires the observer to collect information for which he or she has no basis for judgment. (E.g. "Understands and uses knowledge of learning theories and child psychology: High----Average----Low.')

6. The evaluation assumes that the teacher recognizes and accepts the values incorporated in the instrument. (This is especially true where micro-teaching is in use.) For instance, "Avoids asking questions which cause students to guess what the teacher has in mind." relates only to particular teaching situations.

7. The instrument does not recognize or allow for individual differences in teaching styles. (See example above.)

8. The evaluation comes at inappropriate times. (This is particularly true of end-of-term evaluations.)

9. There are no provisions for follow-up and continual re-assessment. Too often the evaluation is thought of as a one-shot deal, something to be endured.

10. The evaluation effort is so consuming of time and energy that those involved are reluctant to undertake a continuation of the effort. Often the evaluation intrudes so on the life of the school that it leaves a long-lasting resentment and abhorrence at the very word *evaluation*.

13. EVALUATION AS FEEDBACK:

When evaluation is used for professional improvement, it necessarily takes the form of feedback—that is, information supplied to an individual so that he or she can have a more complete picture of his or her own performance. This is true whether the feedback is supplied by an observer, students, colleagues, parents and others, the teacher him- or herself, audio or video tape, or a combination of these.

It seems appropriate, therefore, to list some guidelines for structuring feedback so that it is useful and helpful. Feedback appears to be most useful under the following conditions:

First, feedback should be given only when the receiver understands its purpose and is ready to receive it.

Second, feedback is most helpful when it describes rather than interprets behavior—a report of *what* happened rather than *why* it happened.

Third, feedback should try to report information which is new to the receiver. We often tend to tell an individual things he or she already knows.

Fourth, feedback should be considerate of the receiver's needs, coming at times when it can be seen as useful. It should not overload the receiver with more information than he or she can use.

Fifth, feedback should try to report on behaviors which the individual feels that he or she can change or control.

Finally, feedback should not demand a change. Attempts to change or control distort the feedback. Where control is necessary, it should be clearly separated from feedback-giving.

14. SUMMARY—CRITERIA FOR AN EVALUATION:

Finally, here are five pointers to keep in mind when planning an evaluation program:

How can we devise an evaluation procedure which—

1. will have a beneficial effect on the educational process?
2. will serve the needs of both the teachers and the organization?
3. will be perceived as valuable by teachers, administrators, students, parents, and other interested parties?
4. will not get bogged down in its own excesses?
5. will provide a continuing source of organizational and personal renewal?

III:

INSTRUMENTATION

This section provides sample instruments together with notes on the contruction of instruments. While it is possible to copy these instruments directly for use, many evaluators will prefer to construct their own instruments, using these samples as starting points.

In constructing instruments it is useful to keep the following questions in mind:

1. Who is the audience (decision-maker)?

2. Is the information likely to be useful to the audience (containing new information and avoiding overload)?

3. Is the information gathered by this instrument likely to be believed by the audience?

4. Is the instrument clearly focused? (E.g., does it focus on the teacher, or the course, or the classroom climate?)

5. To what extent is the use of this instrument likely to intrude upon the naturalness of the situation (e.g., students may "perform" unusually when the principal is in the room)?

6. Is the sample of information collected by this instrument likely to reflect the over-all situation?

A NOTE ON RELIABILITY AND VALIDITY:

For many years reliability and validity have been considered the *sine qua non* in judging an evaluation instrument. Reliability refers to the performance of the instrument over time. A ruler which expands in warm weather and contracts in the cold gives unreliable measurements. For the instruments included here the major problem in reliability is whether or not the sample can be generalized upon to provide a picture of the over-all situation. (E.g.,

the teacher could be having a "bad day" or a "good day.")

An instrument is valid if it measures what it's supposed to measure. A yardstick is a valid measure of a person's height. There are many ways to look at validity, but for evaluating teaching the most important is *audience validity*. Does the intended audience think that the instrument is measuring what it is supposed to measure? Unless the audience believes that the instrument is an accurate reflection of the situation, he or she will be unlikely to base lasting decisions on the information collected. (E.g., if a teacher does not believe that an observer has an accurate perception of reality, he or she will be unlikely to use the observer's data.)

While it is probably not useful to try to "prove" statistically the validity and reliability of instruments presented in this section, the concepts are still valid.

NOTES ON THE CONSTRUCTION OF SCALES:

Many of the instruments included here use rating scales rather than either/or responses. Scales have the advantage of allowing a continuum of response which helps to break down categorical, either/or thinking. For instance, the first item on the *Classroom Atmosphere Profile* is

1. Community: Atmosphere of trust, openness, acceptance.

1	2	3	4	5	6	7
low						high

rather than

1. Community: Atmosphere of trust, openness, acceptance.
   ( ) Satisfactory
   ( ) Needs improvement

There are two additional pointers for the above scale: First, the seven point spread, sometimes referred to as a Likert scale, seems to provide enough options for response and at the same time provides a small enough range to be easily analyzed (as opposed to a percentage scale, for instance).

Second, this scale has only one dimension. Scales are sometimes constructed with descriptions at both ends which seem to some observers to be describing differing concepts. For instance, take this sample item from an instrument which has now been discarded:

Teaching orientation:

1	2	3	4	5	6	7
Subject-centered, stresses academic content						student-centered, stresses personal concerns

While there may be some overlap between these two dimensions of teaching orientation, many observers see them as different. Thus the scale could be revised in the following way:

Teacher orientation:

1. Subject-centered—Stresses academic content:

1	2	3	4	5	6	7
low						high

2. Student-centered—Stresses personal concerns:

1	2	3	4	5	6	7
low						high

In general it is clarifying to the observer and the observee alike to separate such dimensions, rating each one from low to high or in a similar way. The one exception to this is in the forced-choice discrimination scale, which can be used to tease out data from what would be otherwise an undifferentiated report. For instance, where the "halo" effect is in operation, when the observer rates every scale at six or seven, the instrument is virtually useless. The information may make the recipient feel good, but it is not likely to be of much descriptive value to the recipient. The forced-choice discrimination scale, on the other hand, asks that the observer make a discrimination between two qualities, both of which are probably present. The *Forced-Choice Teacher Profile* (page 35) is an example of this type of instrument.

TEACHING SKILLS ANALYSIS:

The *Teaching Skills Analysis* forms can be used as a self-assessment or with outside observers or as student feedback.

The process for developing the *Teaching Skills Analysis* forms is as follows: First, list in a brainstorming fashion all the teaching skills that are relevant to the situation. Second, select no more than ten of these, or combine and rephrase items to make no more than ten, and place the items in the blank spaces at the top of the form.

Skill items can be refined through the following procedure: Take a skill which requires further definition and specificity, such as "Ability to ask good questions" and list under it all the attributes or different aspects of "good question asking." (E.g. Ability to ask open-ended questions. Ability to pause after the question in order to encourage reflection and response. Ability to avoid asking double questions. Ability to ask questions which differentiate between fact and opinion. Etc.) Then items for inclusion on the form can be selected from this new list.

NOTE: This is a flexible process. An individual or a committee can develop the form for an entire system's use, or each teacher can develop his or her individual form.

NOTES ON THREE- AND FOUR-PART COMPARISON INSTRUMENTS:

Many of the instruments which follow may be used from three or four different perspectives, as follows:

1. Self-assessment form to be completed by the teacher.
2. Observer form to be completed by an outside observer.
3. Student form to be completed by the students of the class.
4. Teacher's prediction form to be completed by the teacher predicting the rating of the observer or the feedback from the students.

By collating the responses from these three or four perspectives, the teacher can obtain an enlarged view of the degree to which self-perception matches the perceptions of others.

TEACHING SKILLS ANALYSIS

*Course*_____ *Teacher*_____ *Date*_____

Form use (circle one): Teacher self-assessment/Student/Observer/ Teacher's prediction of student feedback

I. TEACHING SKILLS:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

II. Which of the above do you consider to be the four most important skills for teaching this course? (List in order of importance.)

1.
2.
3.
4.

III. Which are the three strongest skills for this teacher (from Part I)?

1.
2.
3.

IV. In which two areas could the teacher most use improvement?

1.
2.

V. Which one area would you like to see the teacher develop?

V. Open comment:

TEACHING SKILLS ANALYSIS

*Course*_____ *Teacher*_____ *Date*_____

Form use (Circle one): Student/Observer

I. TEACHING SKILLS:

1. *Ability to lecture in subject area.*
2. *Ability to ask open-ended questions.*
3. *Ability to orient students to lesson.*
4. *Ability to use students' background to create interest in subject.*
5. *Ability to structure alternatives in assignments and program.*
6. *Ability to assess and build on students' present knowledge.*
7. *Ability to provide instruction which challenges students.*
8. *Ability to engender student participation and involvement.*
9. *Ability to organize material for clarity and precision.*
10. *Ability to evaluate individual students' progress.*

II. Which of the above do you consider to be the four most important skills for teaching this course? (List in order of importance.)

1.
2.
3.
4.

III. Which are the three strongest skills for this teacher (from Part I)?

1.
2.
3.

IV. In which two areas could the teacher most use improvement?

1.
2.

V. Which one area would you like to see the teacher develop?

VI. Open comment:

TEACHING SKILLS ANALYSIS

*Course*_____ *Teacher*_____ *Date*_____

Form use (circle one): Teacher's self-assessment/
Teacher's prediction of student feedback

I. TEACHING SKILLS:

1. *Ability to lecture in subject area.*
2. *Ability to ask open-ended questions.*
3. *Ability to orient students to lesson.*
4. *Ability to use students' background to create interest in subject.*
5. *Ability to structure alternatives in assignments and program.*
6. *Ability to assess and build on students' present knowledge.*
7. *Ability to provide instruction which challenges students.*
8. *Ability to engender student participation and involvement.*
9. *Ability to organize material for clarity and precision.*
10. *Ability to evaluate individual students' progress.*

II. Which of the above do you consider to be the four most important skills for teaching this course? (List in order of importance.)

1.
2.
3.
4.

III. Which do you consider to be your three strongest skills (from Part I)?

1.
2.
3.

IV. In which two areas could you most use improvement?

1.
2.

V. Which one area would you like to develop?

VI. Open comment:

CLASSROOM ATMOSPHERE PROFILE:

The *Classroom Atmosphere Profile* is an instrument which describes not the teacher but the atmosphere of the entire class. Although the teacher does have a significant part in creating the classroom atmosphere, other factors are involved. Thus this assessment should not be considered as reflecting solely upon the teacher. Particularly in using this form with students, it is worthwhile to point out that this profile reflects upon them and their activities as well as upon the teacher.

As a self-assessment form, the *Classroom Atmosphere Profile* should be completed by the teacher at regular intervals, such as at the end of each Thursday. At the end of two or three months the forms can be compared and collated.

Uses:

1. Teacher self-assessment
2. Student feedback
3. Observer
4. Teacher's prediction of student feedback

NOTE ON COLLATING FEEDBACK:

Whenever feedback from multiple sources is used, it is important to collate the responses and derive a composite evaluation. In my experience, the practice of simply looking through the sheaf of forms is likely to lead to an inaccurate impression of the responses. I have often been surprised at the difference between my first impressions on glancing through the feedback and the picture which I derive upon actually collating the forms.

For an example of a composite form on which a set of evaluations were collated, see Appendix I, page 62.

CLASSROOM ATMOSPHERE PROFILE

*Teacher*_____ *Class*_____ *Date* _____

1. COMMUNITY: Atmosphere of trust, openness, acceptance.

1	2	3	4	5	6	7
low						high

2. GOAL SETTING: Goals are clear and understood by students.

1	2	3	4	5	6	7
low						high

3. DIRECTION: Atmosphere of working towards goals.

1	2	3	4	5	6	7
low						high

4. INITIATIVE: Students are able to take initiative for their learning.

1	2	3	4	5	6	7
low						high

5. ACTIVITY: A variety of active learning styles is used.

1	2	3	4	5	6	7
low						high

6. CREATIVITY: Creativity is recognized and encouraged.

1	2	3	4	5	6	7
low						high

7. ENERGY: Atmosphere of joy and vitality.

1	2	3	4	5	6	7
low						high

COMMENTS:

FORCED CHOICE TEACHER PROFILE:

The *Forced Choice Teacher Profile* is presented as an example of a forced-choice discrimination scale.

This type of scale is best used as a follow-up to another instrument, such as the *Classroom Atmosphere Profile*, when the first instrument fails to produce a meaningful differentiation among items (all 6's and 7's, for instance).

Uses:

1. Teacher self-assessment
2. Student feedback
3. Observer
4. Teacher's prediction of student feedback

FORCED CHOICE TEACHER PROFILE

*Course*_____ *Teacher*_____ *Date*_____

Directions: For each of the following pairs of adjectives mark only one number, indicating which adjective more fully describes the teacher, and the degree to which it does so. Even though both adjectives will usually fit, you are asked to try to determine the one which fits better in each case.

A. Is the teacher more

STUDENT CENTERED			or	SUBJECT CENTERED		
3	2	1		1	2	3
much more	*some more*	*a little more*		*a little more*	*some more*	*much more*

B. Is the teacher more

CREATIVE			or	ANALYTICAL		
3	2	1		1	2	3
much more	*some more*	*a little more*		*a little more*	*some more*	*much more*

C. Is the teacher more

SPONTANEOUS			or	METHODICAL		
3	2	1		1	2	3
much more	*some more*	*a little more*		*a little more*	*some more*	*much more*

D. Is the teacher more

RELAXED			or	INTENSE		
3	2	1		1	2	3
much more	*some more*	*a little more*		*a little more*	*some more*	*much more*

E. Is the teacher more

ENTHUSIASTIC			or	THOUGHTFUL		
3	2	1		1	2	3
much more	*some more*	*a little more*		*a little more*	*some more*	*much more*

CLASSROOM DECISIONS ANALYSIS:

The *Classroom Decisions Analysis* is an instrument which can be self-rated by the teacher and/or used as a student feedback instrument. Generally an outside observer will not collect enough information in a typical visitation to be able to use the instrument reliably.

This form has a secondary effect in making teachers aware that students could properly be making some of the decisions which have traditionally been the prerogative (and burden) of the teacher. Also, teachers can use this form to make students more aware of areas in which the teacher would be willing to share the decision-making.

Uses:

1. Teacher self-assessment
2. Student feedback
3. Teacher's prediction of student feedback

CLASSROOM DECISIONS ANALYSIS

*Course*_____ *Teacher*_____ *Date*_____

Directions: For each of the following areas indicate the degree of involvement and participation in the decision-making process.

A. Course content:

Teacher	1	2	3	4	5	6	7
Students	1	2	3	4	5	6	7
	low						*high*

B. Classroom procedures:

Teacher	1	2	3	4	5	6	7
Students	1	2	3	4	5	6	7
	low						*high*

C. Rules and regulations:

Teacher	1	2	3	4	5	6	7
Students	1	2	3	4	5	6	7
	low						*high*

D. Evaluations other than grades:

Teacher	1	2	3	4	5	6	7
Students	1	2	3	4	5	6	7
	low						*high*

E. Grades:

Teacher	1	2	3	4	5	6	7
Students	1	2	3	4	5	6	7
	low						*high*

F. Identifying resources:

Teacher	1	2	3	4	5	6	7
Students	1	2	3	4	5	6	7
	low						*high*

G. Supplying Resources:

Teacher	1	2	3	4	5	6	7
Students	1	2	3	4	5	6	7
	low						*high*

H. Organizing material:

Teacher	1	2	3	4	5	6	7
Students	1	2	3	4	5	6	7
	low						*high*

I. Presenting material:

Teacher	1	2	3	4	5	6	7
Students	1	2	3	4	5	6	7
	low						*high*

ADMINISTRATOR EVALUATION FORM:

This *Administrator Evaluation Form* is included in this handbook for two reasons: First, it seems fair that, if administrators are to evaluate teachers, teachers should have the right to evaluate administrators. Second, administrators who wish to develop a program for evaluating teaching might profitably choose to start here, demonstrating to teachers a willingness to be evaluated as well as to evaluate, and showing to teachers the possible uses of evaluation.

This form is designed so that it can be administered and collated by a faculty representative who would then submit a composite evaluation report to the administrator. This procedure may be especially useful in cases where faculty members feel the need to give feedback anonymously.

ADMINISTRATOR EVALUATION FORM

*Administrator*_____ *Date*_____

Directions: Circle the number that best indicates your perception of this administrator's performance.

A. Availability:

1 2 3 4 5 6 7
needs improvement *superior*

B. Support:

1 2 3 4 5 6 7
needs improvement *superior*

C. Willingness to listen:

1 2 3 4 5 6 7
needs improvement *superior*

D. Clarity of assignment giving:

1 2 3 4 5 6 7
needs improvement *superior*

E. Creativity in problem-solving:

1 2 3 4 5 6 7
needs improvement *superior*

F. Decision-making ability:

1 2 3 4 5 6 7
needs improvement *superior*

G. Punctuality:

1 2 3 4 5 6 7
needs improvement *superior*

H. Knowledge of field:

1 2 3 4 5 6 7
needs improvement *superior*

I. Involves subordinates in decisions which are relevant to them:

1 2 3 4 5 6 7
needs improvement *superior*

J. Open comment:

STUDENT EVALUATION OF TEACHING FORM:

This form is best used early in the course, say after the first month, in order to give the teacher formative feedback, and then repeated close to the end of the course.

Where anonymity is important, it can be administered by a student or group of students chosen by their peers, who would then give the teacher a composite evaluation report.

Additional uses:

1. Teacher self-assessment
2. Teacher prediction of student feedback

STUDENT EVALUATION OF TEACHING

*Course*_____ *Teacher*_____ *Date*_____

Directions: Circle the number that best indicates your perception of the teacher's performance in this course.

A. Pace of this course:

1	2	3	4	5	6	7
too slow			*just right*			*too fast*

B. Difficulty of the material:

1	2	3	4	5	6	7
too easy			*just right*			*too hard*

C. Teacher's ability to stimulate student interest:

1	2	3	4	5	6	7
needs improvement						*superior*

D. Teacher's openness to other points of view:

1	2	3	4	5	6	7
very closed						*very open*

E. Teacher's ability to inform students of evaluation and grading criteria:

1	2	3	4	5	6	7
needs improvement						*superior*

F. Teacher's ability to inform students of course objectives:

1	2	3	4	5	6	7
needs improvement						*superior*

G. Teacher's ability to recognize and build upon what students already know:

1	2	3	4	5	6	7
needs improvement						*superior*

H. Teacher's ability to recognize problems students are having in learning material:

1	2	3	4	5	6	7
needs improvement						*superior*

I. Teacher's use of class time:

1	2	3	4	5	6	7
needs improvement						*superior*

ERA CLASSROOM INTERACTION ANALYSIS:

This analysis form is an attempt to describe the pattern of interaction which takes place in the classroom. It is as close to a completely non-judgmental instrument as possible. Nevertheless, teachers seem to infer that certain patterns of interaction are more acceptable to the evaluator than others. Therefore, I use the instrument in the following way:

First I explain the customary use of the form as an observation form: When this form is used by an observer in the classroom, first he or she will divide the observation time into three equal parts, corresponding to the three columns on the right-hand side of the form. Then for each time period the observer would make one dit (') on the line which best describes the action which is taking place every time the second hand passes 12. For instance, if the teacher is saying, "Open your books to page twenty-five," then the observer will mark by A, 3: Teacher initiation—gives direction. If a student asks, "What page did you say?" the observer makes a dit by D, 10, i: Student initiates talk to teacher related to lesson. The resulting pattern of dits at the end of the period will give the teacher an idea of what took place in the classroom. Thus, if a teacher lectures most of the period, the columns A, 1 and A, 2 will be heavily marked, and so forth.

Next, I assure the teachers that I will not sit in the back of their rooms and use this form (unless they invite me to) but rather I would like to use it as a device for them to explore their own values in teaching: To do this, each thinks of an ideal class (there are many different kinds) and then tries to fill in this form as an observer would if he or she were witnessing that ideal class. Where would the dits go? Which categories would you hope were heavily marked, which would you hope would be blank? Remember, you have fifteen dits to distribute in each column for a forty-five minute class.

This procedure gives the teachers an opportunity to think about classroom interaction in terms of behaviors and to clarify their perceptions of what is and is not desirable classroom interaction. The forms completed in this manner can lead to useful faculty discussions.

If the form is to be used in the classroom the observer will find that he or she can easily make recordings every five seconds (simply record each time the second hand sweeps past a number). In such cases, a five minute sample taken in each third of the class will generally provide ample data.

The form can also be used by the teacher him- or herself with an audio tape recording of the class.

E R A CLASSROOM INTERACTION ANALYSIS

A. TEACHER INITIATION:			
1. Gives information			
2. Gives opinion			
3. Gives direction			
4. Asks narrow questions			
5. Asks broad questions			
B. TEACHER RESPONSE:			
6. Accepts			
a. Ideas			
b. Behaviors			
c. Feelings			
7. Rejects			
d. Ideas			
e. Behaviors			
f. Feelings			
C. STUDENT RESPONSE:			
8. Responds to teacher			
g. Predictably			
h. Unpredictably			
9. Responds to another student			
D. STUDENT INITIATION:			
10. Initiates talk to teacher			
i. Related to lesson			
j. Unrelated to lesson			
11. Initiates talk to another student			
k. Related to lesson			
l. Unrelated to lesson			
E. OTHER:			
12. Silence			
m. Directed reflection			
n. Individual work			
o. Waiting for teacher			
13. Confusion			

COMMENTS:

MAPPING:

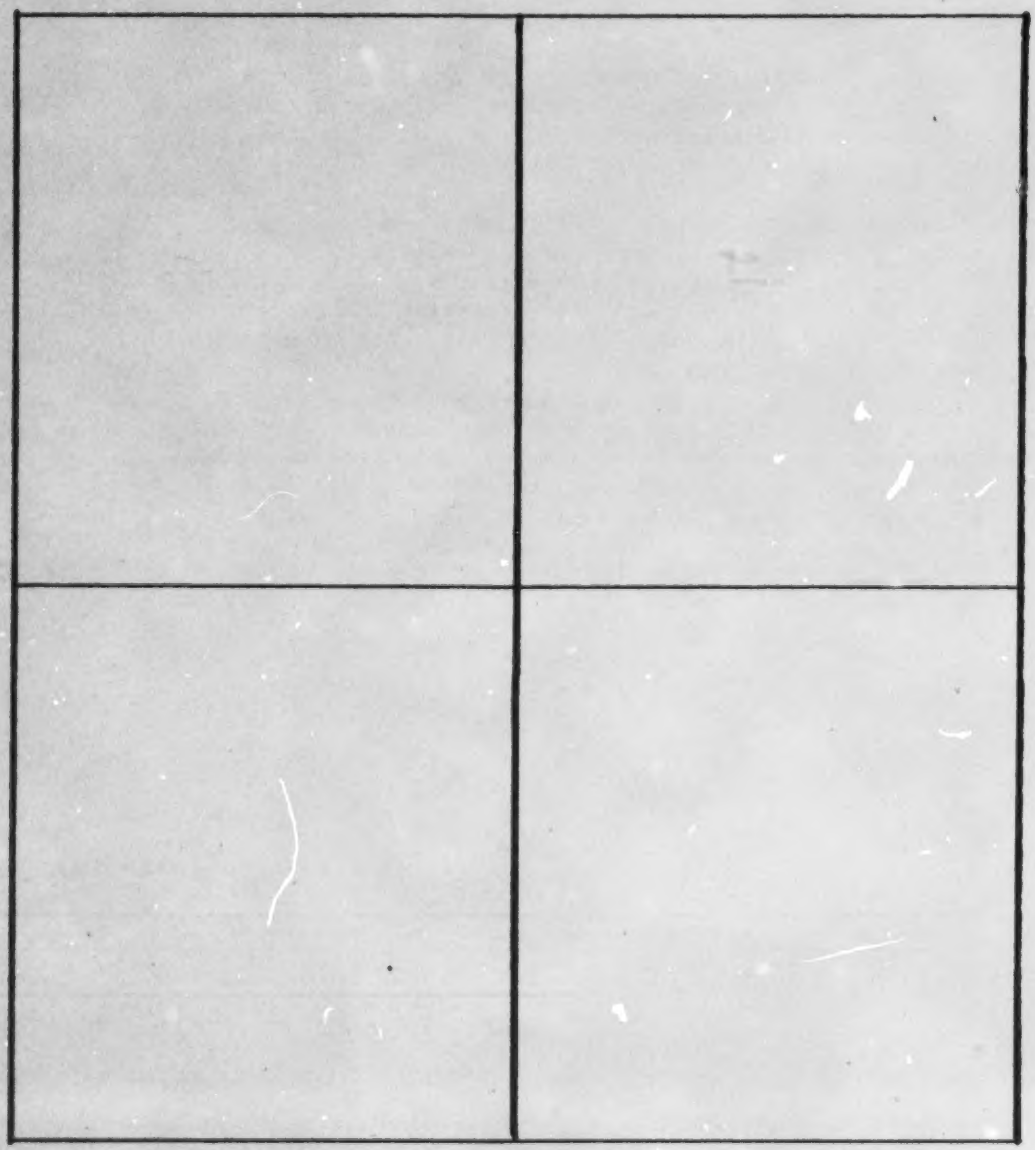
Mapping is a simple device which can be used in conjunction with the *Classroom Interaction Analysis* or with other observations, or by itself. To use the mapping form, the observer mentally divides the room into four quadrants, corresponding to the quadrants on the form. (More information can be obtained by dividing the room and form into sixths, etc.) Then the observer marks a *1* in the quadrant corresponding to the teacher's position at the end of the first minute, a *2* for the end of the second minute, and so on.

Teachers are often surprised to find how much or little they move about in the course of a class.

E R A MAPPING FORM

*Course*_____ *Teacher*_____ *Date*_____

front of room



THE GOALS OF TEACHING WORKSHEET:

The *Goals of Teaching Worksheet* can be used to help teachers explore and clarify their own values and the values which they feel the school espouses.

To use the form with teachers, the worksheets are distributed and the teachers are asked to make any additions which they consider necessary and then to pick the five goals from the list which they feel are most important to them individually as teachers, and to rank these five in order of importance. Then they are asked to select from the list the five goals which they believe the School Board members or Board of Trustees would choose and to rank these as they believe the board members or trustees would. Then the lists can be compared and, if possible, collated.

To use this form with students the following procedure can be used: The teacher passes out the *Goals of Teaching Worksheets* and asks the students to look them over and make suggestions for additions to the list. After any student suggestions have been added, the teacher asks the students each to choose the five goals which are most important to them individually and then rank those five in order of importance. Then the teacher asks the students to choose the five goals which they feel are probably most important to the teacher, and the two lists are turned in to the teacher. If the teacher has previously chosen his or her five most important goals, these can be shared with the class for added interest. In discussing their responses students may need to be reminded that there are no right answers and that divergent opinions may be equally valid.

GOALS OF TEACHING WORKSHEET

Here are some possible goals for the teacher in the classroom:

a. To create enthusiasm for academic subject matter.

b. To develop student ability in analytical reasoning and problem-solving.

c. To help individual students solve personal problems.

d. To ensure that students learn basic skills.

e. To foster positive self-concepts of students.

f. To give individual attention to students.

g. To encourage creativity among students.

h. To maintain a quiet and orderly classroom.

i. To diagnose individual learning problems.

j. To develop initiative and responsibility among students.

k. To develop the aesthetic potential of students.

l. To foster ethical responsibility and moral growth among students.

m. _____

n. _____

o. _____

FEEDBACK FORM:

At the end of the first or second week of a new term the teacher should set aside five or ten minutes of class time for students to fill out the *Feedback Form*. Then the teacher collects the forms and at the following class meeting reports on the feedback, summarizing, pointing out trends and special opinions, reading a joke if there is one, and stating things that he or she can and can't do in response to the suggestions made. This procedure can be followed once a week for the next two or three weeks. After about three weeks, the students will get tired of the *Feedback Form* and variations can be used.

Variations: Letter to the Teacher: Each week the teacher sets aside five or ten minutes for the students to write private letters to the teacher. The teacher should make some written response to each of the letters and return them to the students at the next class meeting, or the teacher can summarize, as with the *Feedback Form*. In cases where the teacher has too many students to read each letter each week, letters to the teacher could be done on a staggered basis so that each class writes one letter per month.

Comment and Question Cards: At the end of an appropriate time the teacher passes out three-by-five index cards, asking each student to write a comment about the class on one side and a question about the class on the other. Then the teacher collects these cards and responds at the next class meeting. The *Comment and Question Cards* can be used for general feedback, or the teacher can ask the students to direct their questions and comments to one particular area.

Feedback Box: This is the classic suggestion box. To be successful the teacher should open the box at regular intervals and comment on the contents.

Designated Feedback Person: One student is designated as feedback person. Members of the class bring this person any comments they have, and the person relays the feedback to the teacher. This job should be rotated among the members of the class.

NOTES: Taking class time for the students to give feedback is a way to underscore its importance. When little or no class time is allowed, students will respond with skimpy, poorly-thought-out feedback which has little value for the teacher. The teacher's report back is also essential, because this gives the students the realization that the teacher reads and understands their comments.

FEEDBACK FORM

1. How satisfied were you with this week's sessions? (circle one)

1	2	3	4	5	6	7
very dissatisfied						very satisfied

2. What was the high point of your week in class?

3. What factors contributed towards your satisfaction?

4. What could be changed to make these sessions better for you?

5. What can I do to make these sessions better for you?

6. What can you do for yourself to make these sessions better for you?

7. What are some of the special issues, concerns, or questions that you would like to see raised in class next week?

8. Free comment/insight/question/suggestion/joke/etc.

_____

NAME (optional)

Please use the back if you need more space for any item.

IF YOU WERE THE TEACHER:

This is a device for getting feedback on the students' perceptions of the class and also getting an insight as to what the students have learned. In addition, this type of evaluation can be used to help plan for the next presentation of the course or unit.

At the end of a unit of study, ask the students to consider what and how they would teach if they were to teach this same unit to the next class. This can be handled as small group discussion and reports, as a class discussion, or as individual written responses to the *If You Were the Teacher* Evaluation Form.

In addition to the questions listed on the *If You Were the Teacher* Evaluation Form, some of the following can be used for discussion and reporting: What activities would you use to arouse student interest in the unit? What specific questions or concerns would you address in order to stimulate curiosity? What learning alternatives would you present for different members of the class to explore? List the principal divisions within this unit and comment on what you would be sure to include within each division.

As a variation for review and evaluation, the class could brainstorm all the things which have been learned during the unit: all the topics covered, all the insights, all the new information or skills that have been learned. Then the class could go on to brainstorm all the things which they would have liked to explore if there had been time, or all the things which should be included in the unit the next time the teacher teaches it.

"IF YOU WERE THE TEACHER" EVALUATION FORM

*Course*_____ *Teacher*_____ *Date*_____

DIRECTIONS: *Please answer the following questions as though you were the teacher preparing to teach this course. Your answers will help the teacher to prepare for the next presentation of this course.*

1. What things would you be sure to repeat just as they were this time?

2. What things would you include which were left out this time?

3. What would you change?

4. What would you leave out?

5. How would you evaluate whether or not the students had learned what you wanted them to?

6. On what basis would you grade the students?

7. Open comment:

_____

NAME (optional)

ANECDOTAL RECORDS:

Anecdotal records should not be overlooked as a source of evaluation. Although the information gathered by these writings is not easily quantifiable, the insights can be extremely useful, especially when the records are kept on a regular basis.

In starting an anecdotal record keeping effort, it is generally wise to set a specific time period for using the procedure, such as a three week period. It is also often helpful to determine a specific time of day to set aside five minutes for recording. (This time should be structured so that it is not likely to be violated by student needs for brief conferences, etc. Right after the last class period of the day is probably *not* a good time to plan for the recording period.)

The records can be general comments or focused by specific area or specific questions. For instance, an area such as leading discussions, or assessing student needs, or structuring alternative learning opportunities can be selected and then all of the notations can refer to that area. Another device is to use focusing questions: What was the high point of your day? and What is one thing that you would like do do differently if you could do it over again? are two useful focusing questions.

Anecdotal records can be kept in a notebook or bound journal or on index cards. At the end of the three-week period the records should be reviewed to see what patterns emerge.

ANECDOTAL CARD FILE:

The name of each member of the class is written on a file card, and the cards are randomly divided into six groups. Each day the teacher takes one group of cards and writes a comment about each of those students, so that each student will receive a comment every sixth day. (Using six days instead of five insures that students will not be commented on on the same day each week. For small classes the cards could be divided into four groups.)

FACULTY MEETING/COMMITTEE MEETING RATING FORM

*Meeting*_____ *Leader*_____ *Date*_____

Please help us to improve the effectiveness of these meetings by completing the following evaluation of the meeting just completed.

A. Circle the appropriate numbers:

	very low						*very high*
OVERALL SATISFACTION WITH THIS MEETING:	1	2	3	4	5	6	7
SATISFACTION WITH DECISIONS REACHED:	1	2	3	4	5	6	7
SATISFACTION WITH PROCEDURES USED:	1	2	3	4	5	6	7

B. What things contributed towards your satisfaction?

C. What things could be changed to make the next meeting better for you?

D. What procedures could be changed to make the next session better?

E. Do you have any special comments on the decisions reached at this meeting?

F. What items should be added to the agenda for the next meeting?

G. Open comment:

INSERVICE WORKSHOP EVALUATION FORM

*Workshop*_____ *Leader*_____ *Date*_____

A. Circle the appropriate numbers:

	very low						*very high*
GROUP PARTICIPATION:	1	2	3	4	5	6	7
MY OWN PARTICIPATION:	1	2	3	4	5	6	7
GROUP INTEREST:	1	2	3	4	5	6	7
MY OWN INTEREST:	1	2	3	4	5	6	7
USEFULNESS OF SESSION:	1	2	3	4	5	6	7
EFFECTIVENESS OF LEADER:	1	2	3	4	5	6	7
DEGREE TO WHICH YOUR OBJECTIVES WERE MET:	1	2	3	4	5	6	7
DEGREE TO WHICH LEADER'S OBJECTIVES WERE MET:	1	2	3	4	5	6	7

B. What parts of the workshop were most helpful to you?

C. What could be changed to make the next session better?

D. What special areas of interest should be covered in the next session?

E. Open comment:

APPENDIX I:

PROCEDURAL GUIDELINES

SOURCES OF FEEDBACK

The following checklist for sources of feedback is presented so that as many alternatives as possible may be considered:

- Self
- Students (participating in course)
- Students (acting as observers)
- Peers teaching same subject
- Peers teaching other subjects
- Peers as direct observers (class visitation or tape analysis
- Peers as indirect observers (using information received from others—students, parents, etc.)
- Administrators as direct observers (class visitation or tape analysis)
- Administrators as indirect observers
- Consultants as direct observers
- Parents
- Audio tape
- Video tape

The feedback can be focused in the following areas:

- Teaching behavior
- Classroom interaction
- Classroom atmosphere
- Course content

FEEDBACK CONFERENCES

Pointers for the Giver:

1. The purpose of the conference should be to help the receiver. (If you have other purposes, another format is probably better.)
2. Ask what the receiver wants information about.
3. Check to see if the receiver understand what you are trying to say.
4. Work to preserve the self-esteem of the receiver and to maintain a good relationship with the receiver.
5. Describe behavior and events. Don't interpret them.
6. Avoid overloading the receiver with information. Work to achieve a focus and to differentiate between those items which you feel are very important and those which you feel are peripheral.
7. Share your reactions to giving feedback. Ask the receiver to help you to be helpful to him or her.

Pointers for the Receiver:

1. Start with the assumption that the conference is held to be helpful to you.
2. State what you want information about. This will help the giver to provide you with feedback which will be useful to you. (But recognize that the giver may also want to give you feedback on other areas.)
3. Check to be sure you understand what the giver is trying to say.
4. Avoid drawing premature conclusions. Listen as completely and openly as possible before trying to interpret the information.
5. Share your reactions to the feedback with the giver. Remember that it is difficult to give precise and useful feedback, and you can help the giver by telling him or her how he or she can best help you.

POINTERS FOR USING AUDIO TAPE RECORDINGS

A. Audio tape is less obtrusive than video tape and is generally readily accepted and ignored by students.

B. You should consider the ethical question of whether or not to ask the permission of the class before recording. I believe that the class should be made aware that a recording is being made, and that permission should be requested (informally) before recording.

C. Much information can be obtained simply by listening to the playback of a recorded class session.

D. Additional insights can be gathered through systematic focused listening:

1. Use the *ERA Classroom Interaction Analysis*.
2. Categorize types of questions asked by the teacher—e.g., those requiring a factual recitation from memory/those requiring thought and analysis.
3. Listen for patterns of response from students. Which students answer questions? How fully do they respond?
4. Listen for patterns from the teacher: How much time is spent in giving structure to the situation? How much time is spent on the subject matter?

E. Be prepared to answer student requests to hear the playback. It is wise to decide this beforehand. (Remember that the recording gives feedback to students, too.)

POINTERS FOR USING VIDEO TAPE RECORDINGS

A. Recognize that videotaping can change the nature of the classroom (the "on camera" effect).

B. Camera work: 1. It is often useful to focus not only on the teacher but also on students. Also, it is often useful to focus on listeners as well as speakers (students listening to teacher, teacher listening to students, students listening to students.)

2. Panning (moving the camera slowly across a scene) is generally less useful than holding the camera on one individual as he or she speaks and then listens.

C. In watching the replay, recognize that this should not be compared with a polished, multi-camera, high-budget television show.

D. Videotape provides an immense amount of information. Therefore, a five or ten minute taping session will often provide as much information as can be digested at one time.

E. Additional insights can be gathered by systematic focused viewing:

1. Use the *ERA Classroom Interaction Analysis*.
2. Categorize teacher body language: accepting, neutral, rejecting.
3. Categorize student postures: attending/non-attending.
4. Watch to see if teacher gives non-verbal "hints" toward guessing the right answer.

F. Be prepared to answer student requests to see the playback. It is wise to decide this beforehand. (Remember that the recording gives feedback to students as well as to the teacher.)

RULES FOR BRAINSTORMING

Formal brainstorming is a structured way of gathering ideas on a specific topic or problem. The emphasis during the brainstorming period is on deferring judgment while generating a long list of ideas—practical, impractical, wild, or half-formed. In group brainstorming, members of the group are encouraged to expand or elaborate upon each other's ideas. The brainstorming session is to produce a large pool of raw and unsorted ideas, which can be organized and evaluated afterwards.

Rules for brainstorming:

1. No negative evaluation of any idea offered.
2. Work for quantity (not quality).
3. Wild, zany, or half-formed ideas are encouraged.
4. Expand or elaborate on each other's ideas wherever possible.

In addition to these rules, the following procedures should be observed:

a. Set a time limit for the brainstorming period. (Three to six minutes is often enough. Brainstorming seems to work best when there is a time pressure.)

b. Record each idea by writing down a key word or phrase. (Recording *all* ideas underscores the no-negative-evaluation rule and produces a tangible list for organizing and refining.)

CLARIFYING CONCEPTS THROUGH DOUBLE LISTING

Some of the most important concepts in teaching are also the most difficult to define precisely, and therefore difficult to evaluate. The procedure of double listing described below can help to clarify a concept so that an observer will be able to give more precise information concerning the presence or absence of the attribute in a teaching situation.

For instance, take the following teaching attribute: "Fosters initiative and responsibility." Most would agree that this is an important attribute, but it is hard to pin down just what teaching behaviors do foster responsibility and initiative and which ones don't. Therefore, the double listing can be used: In one column list (using brainstorming) behaviors which encourage student responsibility and initiative, and then in the second column, list (again using brainstorming) behaviors which discourage student responsibility and initiative:

STUDENT RESPONSIBILITY AND INITIATIVE

factors encouraging	factors discouraging
allows students to make decisions about optional instruction	makes all decisions concerning course content and procedures
solicits student questions	rewards rote learning exclusively
solicits students as teachers	
encourages self-evaluation for students	
structures situations where students must evaluate themselves	

FORCE FIELD ANALYSIS

One type of double listing, particularly useful in decision-making, is the force field analysis. The following describes a session conducted by the author with a committee of teachers and administrators charged with developing a program to evaluate teaching in one school. The session, which was held at an early stage in the development of the program, demonstrates the use of a force field analysis to involve teachers and administrators meaningfully in the initial planning.

The force field analysis is an information organizing device which is useful for defining terms, clarifying goals, and making decisions. Here it was used for examining the advantages and disadvantages of conducting an evaluation of teaching.

Before asking the committee to list the advantages and disadvantages of conducting an evaluation of teaching, it was important for the leader to clarify his purpose. The purpose in this case was not to decide whether to have an evaluation or not. Presumably that decision had already been made. The purpose here was to direct the development from the outset so that the most serious drawbacks could be avoided and the most important benefits could be obtained. Next the leader drew a blank force field chart on the blackboard, labeled one side "Benefits" and the other side "Drawbacks," and asked the members of the committee to call out any ideas that came to them, using a brainstorming mode, starting with the "Benefit" side.

FORCE FIELD ANALYSIS: EVALUATING TEACHING

Benefits	Drawbacks

As the members contributed ideas the leader recorded them in the column under "Benefits." When the flow of ideas halted, the leader asked the group to switch to the "Drawbacks" side, and the same procedure was followed. When this flow of ideas stopped, the leader switched back to the "Benefits" side and asked for any additions. Two more were contributed. Then back to the "Drawbacks," where one more idea was forthcoming. The completed force-field analysis appears on page 60.

FORCE FIELD ANALYSIS:
THE BENEFITS AND DRAWBACKS OF TEACHER EVALUATION

BENEFITS	DRAWBACKS
Improve performance	Won't really improve performance
Make teachers more aware of what they're doing	Teaching is an art--can't be measured
Accountability	Gives administrators more of a chance to meddle in the classroom
Gives parents an idea of what's going on	Makes teachers uptight--can't do their real job while they're trying to please someone else
Gives parents and others in the community a reason to believe in the school	Waste of time and money
Gives recognition for a job well done	Won't lead to any lasting change
	Tempest in a teapot
Gives administrators a chance to be of real help to teachers	Gives teachers the message that they're not trusted
Opportunity for professionalism	Insures conformity, destroys originality
Able to make decisions about tenure, promotion, etc., with better information	All the best teaching is serendipity and that can't be planned or measured
	Increases administrative control, since teachers will have to try to adopt administrator's values
- - - - - - -	- - - - - - - -
Help the accreditation process.	Shifts the burden of accountability from administration to teachers
Clarifies lines of accountability and responsibility	

The force field analysis in itself is beneficial because it brings to the surface concerns which might otherwise remain hidden. Since the ideas are contributed in a spirit of brainstorming, no one has to "own" an unpopular idea. Yet these ideas can then enter the deliberation process openly rather than remaining as hidden sources of discontent. For instance, teachers may be unwilling to confront administrators on the issue of increased control, but this concern can be dealt with openly once it has been raised in a brainstorming setting.

After the brainstorming, the leader asked the group to organize the information into useful categories. The "benefits" list seemed to fall into three categories similar to those into which the brainstormed list of purposes in Part I was grouped (see pages 4-5). The "drawbacks" list was divided into two categories: First, it's a waste of time, money, and effort since it won't really accomplish anything. Second, it will diminish teachers' autonomy and thus have an adverse effect on teaching.

This session led toward a redefining of the problem in terms of the following three questions: How can we develop a program for evaluating teaching which will be aimed specifically at improving teaching (rather than administrative decision-making or public relations)? How can we develop a program for evaluating teaching which will be effective and worthwhile? And how can we develop a program for evaluating teaching which will respect the teacher's need for autonomy?

Composite

INSERVICE WORKSHOP EVALUATION FORM

Workshop Values & Decision Making Leader B-L Hawley Date 12/9/75

A. Circle the appropriate numbers:

	very low						very high
GROUP PARTICIPATION:	1	2	3	4 (3)	5 (6)	6 (8)	7 (2)
MY OWN PARTICIPATION:	1	2 (1)	3	4 (7)	5 (7)	6 (4)	7
GROUP INTEREST:	1	2	3	4 (1)	5 (7)	6 (7)	7 (4)
MY OWN INTEREST:	1	2	3 (1)	4 (3)	5 (5)	6 (6)	7 (2)
USEFULNESS OF SESSION:	1	2 (1)	3 (2)	4 (5)	5 (2)	6 (3)	7 (1)
EFFECTIVENESS OF LEADER:	1	2	3	4	5 (5)	6 (9)	7 (4)
DEGREE TO WHICH YOUR OBJECTIVES WERE MET:	1	2 (1)	3 (1)	4 (4)	5 (6)	6 (5)	7 (1)
DEGREE TO WHICH LEADER'S OBJECTIVES WERE MET:	1	2	3	4 (2)	5 (6)	6 (7)	7 (3)

B. What parts of the workshop were most helpful to you?
Brainstorming / Force-Field / interaction

C. What could be changed to make the next session better?
Longer session / Faster pace in afternoon / more exchange of ideas among participants

D. What special areas of interest should be covered in the next session?
Curriculum implementation / middle school focus / parents / administrators / grades

E. Open comment:

The above form is an example of a composite of the individual evaluation forms compiled after a recent workshop. *See Note on Collating Feedback, page 30.*

APPENDIX II:

SUGGESTED READING

Bellack, Arno. *Research into Classroom Processes.* New York: Teachers College Press, 1971.

Bennedict, Larry. *A Practical Guide for Evaluation.* Windsor, Connecticut: Capitol Region Educational Council, 1973. (Available from the Center for Evaluation, 443 Windsor Ave., Windsor, CT 06095. $3.50)

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Flanders, Ned. *Analyzing Teaching Behavior.* Reading, Mass.: Addison Wesley, 1970.

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EDUCATION RESEARCH ASSOCIATES
R. R. #2, Four Amherst Road
Amherst, Massachusetts 01002

Isabel L. Hawley, Ph.D.
Robert C. Hawley, Ed.D.
(413) 253-3582

EVALUATING TEACHING FOR PROFESSIONAL GROWTH

A POSITIVE APPROACH

Education Research Associates announces a consulting service for school administrators and others who are charged with determining standards of accountability for their staffs.

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Four Amherst Road, R.R. #2
Amherst, Massachusetts 01002

Telephone (413) 253-3582